DOCUMENT RESUME

ED 083 501 CG 008 353

AUTHOR Dasinger, James F.
TITLE The Role of Montana Secondary School Counselors as Perceived by Selected Reference Groups.
INSTITUTION Montana Univ., Missoula. School of Education.
SPONS AGENCY Montana State Office of the Superintendent of Public Instruction, Helena.
PUB DATE Aug 73
NOTE 60p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Behavior Patterns; Counseling Effectiveness; Counselor Educators; *Counselor Evaluation; *Counselor Functions; *Counselor Role; Parents; Performance; *Role Perception; Surveys; Teachers
IDENTIFIERS *Elementary Secondary Education Act Title III; ESEA Title III

ABSTRACT

The purpose of this study was to investigate the ways in which the occupational behaviors of Montana secondary school counselors are complementary to, or in conflict with, the expectancies of their various publics. In this study the counselors and their various publics (counselor-educators, school administrators, teachers, students, parents) were asked to indicate what functions counselors were actually performing and then indicate whether the counselor should or should not ideally perform this function. This study revealed that there are many counselor-role functions which are perceived by the counselor's publics, and in many instances by the counselors themselves, as not being adequately fulfilled. The interviews indicated that in most cases this is not due to the counselor being inadequately prepared but is attributed to the fact that there are too few counselors available to provide adequate guidance services to the large student populations. (WSK)

ED 083501

THE ROLE OF MONTANA SECONDARY SCHOOL COUNSELORS AS PERCEIVED BY SELECTED REFERENCE GROUPS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Office of the Superintendent of Public Instruction
Dolores Colburg
Superintendent of Public Instruction
Helena, Montana

C2008353

FILMED FROM BEST AVAILABLE COPY

PREFACE

This study was conducted by the School of Education, University of Montana during the 1971-72 academic school year, and was funded by Title III of the Elementary and Secondary Education Act, administered by the Office of the Superintendent of Public Instruction.

The Project Director for this study was Dr. William G. Stoner, Professor, School of Education, University of Montana. The principal investigator was Dr. James F. Dasinger.

Special acknowledgement is due Dr. Harlan C. Riese, Mr. James W. Fitzpatrick and Dr. Bob Lehman for their able assistance in the designing and preparation of this report.

Mr. Raymond Silta and Miss Joan Biondich were responsible for the organization, tallying and computation of the overwhelming amount of data collected in this study.

A special thanks is also due to the assistance provided to the investigator by Miss Joan Biondich, typist.

James F. Dasinger, Ed.D.

TABLE OF CONTENTS

CHAPTER		PAGE
I.	INTRODUCTION	1
	Purpose of the Study	2
	Explanation of Terms Used in This Study	2
II.	PROCEDURE	4
	Sample Selection	4
	Personal Interviews	6
	Characteristics of the Population	7
	Instrumentation	9
	Treatment of the Data	11
III.	ANALYSIS OF THE DATA	12
	Counselor, Counselor-Educator and Administrator Responses	12
	Counselor Responses	14
	Administrator Responses	14
	Counselor-Educator Responses	16
	Teacher, Student and Parent Responses	17
	Teacher Responses	17
	Student Responses	19
	Parent Responses	21
IV.	DISCUSSION	24
V.	SUMMARY, IMPLICATIONS AND RECOMMENDATIONS	32
	Summary	32
	Implications	33
	Recommendations	35
BIBLIOGRAPHY		37
APPENDIX A		39
APPENDIX B		41

LIST OF TABLES

TABLES PAGE

1. Location, name and population of schools sampled.....5

2. Number of individuals interviewed per population.....6

3. Populations sampled and forms returned.....7

4. Occupational class characteristics of parents surveyed.....9

5. Items from the questionnaire on which Counselor, Counselor-Educator and Administrator agreed on "actual" and "ideal" role differences.....13

6. Significant "actual" and "ideal" role discrepancies reported by Counselors and Counselor-Educators.....15

7. Counselor-Educators' responses which show a discrepancy between what they think the Counselor is doing and what they think he should be doing.....16

8. Percentage of Teacher responses indicating discrepancies between what Teachers think the Counselor is doing and what they think he should be doing.....18

9. Student responses to the items in the first section of the Student Form denoting differences between what services students are receiving and the services they feel they should be receiving from their school counselors.....20

10. Student responses to items in the second section of the Student Form showing the differences between the "actual" and "ideal" roles of the counselor.....21

11. Parent responses that show a major difference between the services being provided to their children by counselors and the services they think should be provided regarding items in section one of the Parent Form.....22

12. Parent responses to the items in the second section of the Parent Form showing the differences between the "actual" and "ideal" roles of the counselor.....23

Chapter 1

INTRODUCTION

Since the passage of the National Defense Education Act in 1958, there has been an ever increasing number of counselors working in Montana secondary schools. In recent years, the role and function of the secondary school counselor has received considerable attention at both the national and state levels. Even a cursory review of the literature reveals that there is wide disagreement among counselors and their publics concerning the role and function of the school counselor.

Nelson and Fredrickson asked 600, full-time school counselors in Colorado and Massachusetts to specify three questions they would like research to answer.[1] It was found that counselor-role clarification was the type of question most frequently submitted. Shertzer and Stone have presented evidence that the different publics of the counselor view his function and role differently.[2] They report that the statements of counselor-educators regarding counselor role when viewed collectively are "even more confusing than the conflicting expectancies of the counselor's publics." In general, role theorists stress that individual behavior within a role is determined by the expectancies or demands of the role. By definition, role is viewed as a set of complementary expectations which result in behavior.

---

1. Randolph J. Nelson and Ronald H. Fredrickson, "School Counselor Problems: Colorado and Massachusetts." Personnel and Guidance Journal, December 1967, 46, p. 386.

2. Bruce Shertzer and Shelly C. Stone, "The School Counselor and His Publics; A Problem in Role Definition," Personnel and Guidance Journal, April 1963, 41, p. 692.

This particular concept of "role" is consistent with the generic definition of role posited by Bentley, which includes role performance, role expectation, role conception and role acceptance.[3] Role expectations are a product of the social system and may be defined as what others think counselors should be doing. Role performance consists of what counselors are doing, and role conception and acceptance is defined as what counselors think they should be doing.

Purpose of the Study

The purpose of this study was to investigate the ways in which the occupational behaviors of Montana secondary school counselors are complementary or in conflict with the expectancies of their various publics. In this study, the counselors and their various publics (counselor-educators, school administrators, teachers, students, parents) were asked to indicate what functions counselors are "actually" performing and then indicate whether the counselor should or should not "ideally" perform this function.

Explanation of Terms Used in This Study

1. Montana Secondary School Counselor: Any professional staff member listed as a secondary counselor in the 1971-1972 Montana Guidance Personnel Directory.[4]

2. Counselor-Educator: A professional staff member of a unit of the Montana University system who is engaged half-time or more in Counselor education.

---

3. Joseph C. Bentley, The Counselor's Role, Commentary and Readings, Boston: Houghton Mifflin Company, 1968, p. 70-77.

4. Montana Guidance Personnel Directory, 1971-72. Dolores Colburg, Superintendent of Public Instruction, Helena, Montana.

3. Administrator: Any professional staff member listed in the 1971-1972 Montana Education Directory as a Principal or Superintendent of the schools sampled in this study.[5]

4. Teacher: Any professional staff member of the schools sampled who is on record in the Office of the Superintendent of Public Instruction as full-time teacher.

5. Students: Individuals enrolled in grades 7 through 12 in the schools sampled in this study, and for whom the schools receive ANB.

6. Parent(s): Any person or persons identified by the records of the schools sampled as being the parent(s) or legal guardian(s) of one or more students enrolled in the school.

7. Actual Role of the Counselor: A report by the sampled population of the specific guidance and counseling activities being performed by the counselor at the time of the study.

8. Ideal Role of the Counselor: A report by the sampled population of the specific guidance and counseling activities in which the subjects believe the counselor should be engaged at the time of the study.

---

5. Montana Education Directory, 1971-72. Dolores Colburg, Superintendent of Public Instruction, Helena, Montana.

Chapter 2

PROCEDURE

A list of secondary school counselors was obtained from the Office of the Superintendent of Public Instruction. The list consisted of 290 counselors, all of whom were surveyed by mail with the Counselor Role Study Counselor Form. (Appendix B)

Through the Guidance Services Supervisor's Office in The Office of The Superintendent of Public Instruction, eleven counselor-educators within the University of Montana system were identified and surveyed by mail with the Counselor-Educator Form. (Appendix B)

Sample Selection

The state of Montana was divided into geographical thirds, and assigned the designation of: Western Montana, Central Montana, and Eastern Montana. Twenty-six schools from these sections were selected on the basis of school size, as reported in the 1971-72 Montana Education Directory. These school administrators were contacted prior to the study and all agreed to participate. The location and population of the schools sampled is reported in Table 1.

In each sample school, ten percent of the student population was sampled with the Student Form. (Appendix B) Ten percent of the teachers working in the sample schools were surveyed with the Teacher Form. (Appendix B) All administrators in the sample schools were surveyed with the Administrator Form. (Appendix B)

Counselor Role Study forms were mailed to all counselors and counselor-educators in the state as well as administrators and teachers in sample schools during the month of January 1972. The forms were sent to

Table 1

Location, Name and Population of Schools Sampled

Geographical Area	City	School	Population
WESTERN	Missoula	Sentinel High School	1880
	Columbia Falls	Columbia Falls High School	801
	Deer Lodge	Powell County High School	494
	Stevensville	Stevensville High School	282
	Thompson Falls	Thompson Falls High School	184
	Victor	Victor High School	79
	Alberton	Alberton High School	71
CENTRAL	Great Falls	Great Falls High School	1849
	"	Great Falls East Junior H. S.	1478
	Bozeman	Bozeman High School	983
	"	Bozeman Junior High School	1075
	Laurel	Laurel High School	451
	"	Laurel Junior High School	409
	Big Timber	Sweet Grass County High School	212
	Three Forks	Three Forks High School	147
	Wilsall	Wilsall High School	57
	Rosebud	Rosebud High School	55
EASTERN	Billings	Billings Senior High School	2097
	"	Lincoln Junior High School	1322
	Glendive	Dawson County High School	933
	Sidney	Sidney High School	500
	"	Sidney Junior High School	462
	Broadus	Powder River High School	258
	Culbertson	Culbertson High School	112
	Savage	Savage High School	52
	Bainville	Bainville High School	42

these individuals. The envelope also contained a cover letter (see Appendix A) which described the study and requested participation in the study, the form itself, and a return envelope.

The sampling of the students was done by a research team member who traveled to each school on an appointment basis. During this visit, ten percent of each high school class was sampled randomly with the Student Form, and a list of parents was obtained. For example, if 50 students

were sampled in a particular school, a list of 50 parents' names and addresses was obtained, not necessarily comprised of the parents of the students surveyed. Each parent listed was mailed a copy of the Parent Form within two days after the investigator's visit to the school.

Personal Interviews

As the investigator traveled to the various schools and communities included in this study, ten percent of the populations sampled was personally interviewed by him. It was the feeling of the research team that information obtained in personal interviews would supplement the information obtained from the survey forms and would add anecdotal information to the study in determining the "actual" role of the school counselor in Montana as compared with the "ideal" role. The data collected in the personal interviews is reported in the discussion section of this paper. The number of personal interviews is reported in Table 2.

Table 2

Number of Individuals Personally Interviewed Per Population

Questionnaire Form	Number Interviewed
1. Counselor-Educator	2
2. Counselors	25
3. Administrators	5
4. Teachers	12
5. Students	160
6. Parents	55
TOTAL	259

Populations Sampled

Of the six populations sampled with the Counselor Role Study Questionnaire forms, a total of 2,607 individuals responded. This represents

100% of the counselor-educators surveyed, 84% of the counselors, 95% of the administrators, 100% of the teachers and 100% of the students. In all, 2,100 parents were surveyed and 567 forms (27%) were returned. This data is reported in Table 3.

Table 3

Populations Sampled and Forms Returned

Questionnaire Form	Number Surveyed	Number Returned	Percentage
1. Counselor-Educators	11	11	100%
2. Counselors	290	245	84
3. Administrators	43	41	95
4. Teachers	122	122	100
5. Students	1621	1621	100
6. Parents	2100	567	27
	Total:	2607	

Characteristics of the Population

In this study, the description of the typical Montana secondary school counselor is that he is a male, approximately 39 years old, and has been a counselor for six years, five of them in his present position. The average counselor has taken slightly more than 40 quarter hours of guidance and counseling course work, and on the average, spends 68% of his time in counseling and/or guidance activities.

The "typical" counselor-educator in Montana is a male of age 45 and has taught in Montana on the average of ten years, and during a total year teaches approximately 20 quarter hours of guidance and counseling courses.

The administrators surveyed in this study consisted of 16 superintendents and 25 school principals. The typical administrator responding to the Montana Counselor Role Study was a male, 40 years of age who has been an administrator for 11 years and has been in the school or school system that presently employs him on the average of six years. The average number of counselors or guidance personnel in the schools sampled is 3.48 counselors per school.

Of the 70 teachers responding to the form, 40 were male, and 30 were female, and the average age of the teachers responding was 36 years. The subjects taught by these teachers included mathematics, sciences, English, social studies, health and P.E., home economics as well as vocational courses. None of the teachers responding were specifically assigned guidance and/or counseling duties in their respective schools.

The student population sampled consisted of 838 males and 783 females, enrolled in grades 7 through 12, and their mean age was 16.3 years, with the median year in school being the tenth grade.

In this study, a total of 2,100 parents was sent Parent Forms. Twenty-seven percent (N=567) of the forms were returned completed. Of the 567 forms returned, 260 (46%) were completed by the mother, 182 (32%) by the father, and 125 (22%) of the forms were completed by both parents.

The occupational characteristics of the parents responding to this study are illustrated in Table 4.

In answer to the question "Is there a counselor available to your child?" 554 (98%) of the parents answered "yes," one parent answered "no," and 12 (2%) responded that they "didn't know." Of the 554 parents responding "yes" to the above question, 266 (48%) stated that they knew their child's counselor and 288 (52%) reported they did not know their child's counselor.

Table 4

Occupational Class Characteristics of Parents Surveyed

Class	Number	Percentage
Professional	172	30%
Business	80	14
Blue/White Collar Workers	92	16
Rural (Farmers-Ranchers)	23	4
Housewives	191	34
Retired or Unemployed	9	2

Instrumentation

The instrument used in this study was devised by the research team in cooperation with personnel from the Office of the Superintendent of Public Instruction and was entitled, "Montana Counselor Role Study Questionnaire." For each population, an appropriate form was modified from the basic questionnaire and these forms were color-coded for ease in handling. (See copies of instruments, Appendix B.)

The contents of the form were basically developed from the Guidance Services section of the National Study of Secondary School Evaluation; Manual for Evaluative Criteria,[6] as well as the forms utilized in the 1968 Minnesota Guidance Programs study[7] and the Role Analysis of

6. Evaluative Criteria, National Study of Secondary School Evaluation, 1960 Edition. Section G.

7. A. W. Tamminen, and G. D. Miller, Guidance Programs and Their Impact on Students. St. Paul: Minnesota Department of Education, 1968.

Wisconsin Secondary Counselors.[8]

The format for all forms began with an appropriate base phrase such as, "Do you as a Counselor:" (Counselor Form); or, "This year, in my school the Counselor has:" (Student Form), followed by a numbered question to which the respondent was asked to check "yes," "no," or "?" in column A to indicate the "actual" functioning of the counselor. In column B, the respondent was asked to check "yes," "no," or "?" to the question "Should the Counselor be doing this?" to indicate the "ideal" role of the counselor. If the respondent checked "yes" in this column, he was then directed to respond to the statement in column C, "Should he (the counselor) be doing...MORE, SAME or LESS?"

It was felt that wide discrepancies between column A (actual functioning) and column B (ideal functioning) would point out areas in which counselor activities are or are not congruent with their own expectations and those of their publics.

On the basis of the personal interviews conducted, the survey instrument was found to have face validity. Essentially the questionnaire is similar to the Schmidt Q-sort instruments used by Kaftan,[9] and the Brown and Pruett rating scale used by Riese and Stoner.[10] Both of these counselor-role studies were conducted with Montana populations, and it is therefore assumed that the populations sampled with this instrument were reasonably familiar with the role of the counselor.

---

8. R. R. Roth and P. A. Perrone, A Role Analysis of Wisconsin Secondary School Counselors. Wisconsin Department of Public Instruction.

9. R. E. Kaftan, A Comparison and Analysis of Counselors' and Principals' Perceptions and Expectations of the Montana Public Secondary School Counselor's Role. Unpublished dissertation, University of Montana, 1965.

10. H. C. Riese and W. G. Stoner, "Perception of the Functions and Role of the School Counselor," The School Counselor, November 17, p. 126-130.

Treatment of the Data

Responses to each of the forms were tallied by members of the research team, and percentages were computed for each item on all forms. The significance of differences between percentages was made using the Lawshe-Baker Nomograph. All data reported in this study showed at least a ten percent discrepancy between the "actual" and "ideal" roles of the counselor and were statistically significant at the .05 level or above. For differences within the population, the formula $t = \Omega\sqrt{N}$ was used, and for finding the significant differences between populations, the formula $t = \Omega\sqrt{\frac{2(N_1 N_2)}{N_1+N_2}}$ was used.

Chapter 3

ANALYSIS OF THE DATA

This chapter is an analysis of the data reported by the sample populations of this study in response to the Montana Counselor Role Study Questionnaire.

All data is presented in the form of percentages. Only items from the questionnaires which point up a discrepancy of at least a ten percent difference between the "actual" and "ideal" roles of the counselor, and significantly at the .05 level are reported. In instances where the percentages do not total 100%, the respondents either responded to "?" (don't know,) or did not respond to the item. (It should be pointed out that less than 1% of the populations sampled checked "?" - I don't know, therefore, where percentages do not total 100%, the difference can be attributed to non-responses.) The data presented in this chapter parallels the outline of the instrumentation used in this study.

Counselor, Counselor-Educator and Administrator Responses

The counselor, counselor-educator and administrator forms were similar with the exception that no provision was made on the counselor form for the respondent to answer: "I don't know."

In the comparison of these forms, all three populations indicated a significant difference between the "actual" and "ideal" roles of the counselor with regard to the amount of research and clerical work counselors perform in the schools. The counselors, counselor-educators, and administrators indicated that counselors should do more research and less clerical work, However, 68% of the administrators stated that counselors are doing clerical work, and only 54% of them indicated that

he should be doing this. While this difference is significant, it was not supported by the administrators in their responses to the statement "Should counselors do MORE, SAME or LESS of this activity? The responses of these populations are shown in Table 5.

Table 5

Items from the questionnaire on which Counselor, Counselor-Educator and Administrator agree on "actual" and "ideal" role differences.

Item Number	Activity	Respondent	Does the Counselor		Should he be doing this?		Should the Counselor do		
			YES	NO	YES	NO	MORE	SAME	LESS
12.	do research (i.e., follow up, construct local norms of tests and conduct surveys of pupil needs and interests)?	Coun.	61%	36%	73%	13%	44%	27%	1%
		Coun-Ed.	45	55	91	9	63	9	18
		Admin.	63	24	80	5	56	15	10
14.	do clerical work (maintenance of cumulative records of students, recording student contacts, etc.)?	Coun.	80	18	53	36	3	27	36
		Coun-Ed.	73	18	45	55	9	0	55
		Admin.	68	29	54	24	10	24	22

Items in the questionnaire upon which significant role discrepancy was reported by both counselors and counselor-educators were dealing with:

Item 7. the administering and interpretation of individual testing

Item 13 the counselor teaching

Item 16. Other: a) sponsoring school clubs

b) supervising study halls

d) supervising lunchroom

e) disciplining students

g) handing out tardy slips

In regard to all of the above, administrators did not note a significant discrepancy between the "actual" and "ideal" roles of the counselors in the performance of these particular duties.

Counselors and counselor-educators indicated that counselors should be doing more "individual" testing than they are now doing. Counselors indicated that they should do less teaching than they are presently doing. All counselor-educators indicated the counselor should do academic classroom teaching, but indicated they should do less than they are doing at present. The responses to item 16 showed significant discrepancies with regard to the five activities listed above. The counselors reported that counselors are doing more of these activities than they thought they should. This data is reported in Table 6.

Counselor Responses

On items 6 and 16 (see Counselor Form, Appendix B) only counselors responded significantly different from the other populations. On item 6, 94% of the counselors reported that they perform educational counseling, but only 84% reported that they felt they should be doing this. On item 16, 78% of the counselors reported that they chaperoned school activities, but only 58% of them felt they should perform this activitity. See Table 6.

Administrator Responses

The items responded to by administrators as indicating a major difference between the "actual" and "ideal" roles of the counselor were the items regarding the administration and interpretation of group tests, and the counselors' involvement in school budgeting. Ninety percent of the administrators reported that counselors were administering and interpreting group tests, but only 80% stated they felt the counselor should be doing this. Twenty-two percent of the administrators stated that the counselor was doing school budgeting and only 12% felt that they should. See Table 6.

Table 6

Significant "actual" and "ideal" role discrepancies, reported by Counselors, Counselor-Educators and Administrators

Item Number	Activity	Respondent	Does the Counselor YES	Does the Counselor NO	Should he be doing this? YES	Should he be doing this? NO	Should the Counselor do MORE	Should the Counselor do SAME	Should the Counselor do LESS
6.	do educational counseling (discussing educational problems with students, such as providing them with information regarding colleges, universities, vocational-technical training)?	Coun.	94%	4%	84%	4%	25%	59%	1%
7.	administer and interpret individual tests, i.e , WISC, WAIS, Stanford-Binet, to students?	Coun.	49	49	60	28	23	36	3
		Coun-Ed.	18	82	73	27	36	18	27
8.	administer and interpret group tests, i.e., intelligence, achievement, interest, aptitude to students?	Admin.	90	5	80	2	15	66	5
13.	teach (i.e., Math, English, non-guidance courses)?	Coun.	34	64	20	68	2	17	15
		Coun-Ed.	73	18	100	0	6	0	45
16.	do other, i.e.,								
	a) Sponsor school clubs?	Coun.	57	39	46	40	4	33	12
		Coun-Ed.	91	9	45	55	18	27	18
	c) Supervise Study Hall?	Coun.	18	77	8	73	1	12	7
		Coun-Ed.	55	36	0	100	0	0	0
	d) Lunchroom supervision?	Coun.	27	69	11	68	1	22	7
		Coun-Ed.	63	27	9	91	0	0	45
	e) Discipline students?	Coun.	35	61	18	64	1	22	7
		Coun-Ed.	45	55	0	100	0	0	45
	f) School budgeting	Admin.	22	78	12	61	0	17	0
	g) Hand out tardy slips?	Coun.	19	78	9	72	1	16	5
		Coun-Ed.	36	45	0	100	0	0	45
	k) Chaperone school activities	Coun.	78	18	58	27	4	46	10

It should be noted that the administrators saw the "actual" and "ideal" role of the counselor as being more congruent than did any of the other populations sampled.

Counselor-Educator Responses

Counselor-educators indicated that counselors should:

Item 2. do more group counseling
Item 3. do more personal counseling
Item 4. do more counseling regarding drug usage
Item 10. conduct more conferences
Item 15. function more as resource personnel to teachers
Item 16. conduct more field trips than they are doing at present

Counselor-educators reported that they felt counselors should do less:

Item 11. placement
Item 16. b) hall supervision
h) supervision of school personnel
i) truancy record keeping

This data is reported in Table 7.

Table 7

Counselor-Educators' reponses which show a discrepancy between what they think the counselor is doing and what they think he should be doing.

Item Number	Activity	Does the Counselor		Should he be doing this?		Should the Counselor do		
		YES	NO	YES	NO	MORE	SAME	LESS
2.	do group counseling (meet with two or more students at once, including guidance classes)?	73%	18%	100%	0%	73%	18%	0%
3.	do personal counseling (meet with students to discuss personal and/or social problems)?	82	18	100	0	73	18	0
4.	counsel with students regarding drug usage?	63	27	91	0	91	9	0
10.	conduct conferences (meet with parents, teachers, psychologists, welfare workers, and other interested persons regarding students)?	82	18	100	0	73	10	0
11.	do placement (schedule students' classes, move students from one class to another, help students locate jobs in the community)?	63	27	45	55	45	0	18
15.	act as a resource person for teachers (in regar to helping teachers with specific students who are having difficulty in the basic areas, i.e., reading, arithmetic, etc.)?	55	45	91	9	91	0	9
16.	Other: b) hall supervision?	63	36	9	91	0	9	36
	h) supervise school personnel?	18	63	0	91	0	0	36
	i) keep truancy records?	36	45	9	82	9	0	45
	j) conduct field trips?	13	13	22	5	13	0	0

Teachers', Students' and Parents' Responses

The questionnaire for each of these groups was designed specifically to gain an opinion of what counselors are doing and what teachers, students, and parents think the counselors should be doing. While the wording on these forms differs from the wording on the counselor, counselor-educator and administrator forms, the format and content are essentially the same.

Teacher Responses

The teacher form consisted of 32 items. A statistical significant difference at the .05 level between the "actual" and "ideal" roles of the counselor was found in 13 of these items. The areas in which teachers felt counselors should do more than they are presently doing are as follows: group, personal, and occupational counseling; drug usage; using test results; coordinating guidance programs; finding jobs for graduate; research; teaching guidance courses; and functioning as resource persons.

A significant difference was found between the teachers' responses to what counselors are doing and what they should be doing with regard to helping students change classes, and assisting in the administration of the school. However, the teachers responses to "Should the counselor do MORE, SAME or LESS," does not support these differences.

Table 8

Percentage of Teacher responses indicating discrepancies between what the Teachers think the Counselor is doing and what they think he should be doing.

Question IN YOUR SCHOOL, DOES THE COUNSELOR:	Does the Counselor		Should he be doing this?		Should the Counselor do		
	YES	NO	YES	NO	MORE	SAME	LESS
2. meet with groups of your students regarding educational, vocational and personal problems they might have?	71%	15%	84%	3%	49%	27%	1%
3. encourage your students to explore their ideas and concerns about dating, marriage, social relationships?	28	24	52	12	29	13	2
5. counsel with your students regarding drug usage?	58	18	69	7	33	22	3
6. talk with students about careers in your subject matter area?	63	16	76	3	40	31	0
12. assist you in using test results to improve your teaching?	31	66	60	19	30	21	
13. orient students and staff members to the guidance program?	54	34	83	1	48	28	1
19. help students of yours to change classes?	89	5	79	4	13	61	9
20. help your students to find jobs after graduation?	17	39	38	24	18	16	0
21. do follow-up?	39	21	67	6	31	20	0
22. construct local norms for standard tests?	34	20	50	9	24	18	1
24. teach guidance courses, i.e., occupations, personality development, mental hygiene, family living?	14	83	48	30	33	6	1
25. assist the administrator of the school?	70	12	56	17	11	39	7
29. assist you with specific students who may be having difficulty in basic skill areas?	55	32	72	10	34	31	0

Student Responses

The student questionnaire consisted of 30 items, the first 20 items of which the students were asked to consider in terms of only "this year" (all students were sampled between the last two weeks of the first semester and the first three weeks of the second semester). The remaining ten questions were more general in nature and essentially the same as questions on the other forms (see Student Form, Appendix 3). Many of the wide discrepancies between the "actual" and "ideal" roles of the counselor may be attributed to the above limits placed on the students' responses. For example, the students were asked to respond to the item: "This year, in my school, the counselor has met with me on a one-to-one basis." Sixty-five percent of the students responded "yes" to this question, and 84% of the students responded that the counselor should meet with them on a one-to-one basis. In the interviews with the students it was found that nearly 100% of the students had seen a counselor on a one-to-one basis or anticipated doing so at least once during each academic year.

In the first 20 items, the students' responses indicate that they would like the counselor to:

Item 2. provide them with a greater opportunity for group counseling
Item 3. do more personal counseling
Item 8 assist them in learning how to study and improve their grades
Item 14. have contact with their parents
Item 16. assist them in finding part-time or summer work
Item 20. be more involved in their discipline.

This data is reported in Table 9.

Table 9

Student responses to the items in the first section of the Student Form denoting differences between what services students are receiving and the services they feel they should be receiving from their school counselors.

Question THIS YEAR, IN MY SCHOOL THE COUNSELOR HAS:	Does the Counselor		Should he be doing this?		Should the Counselor do		
	YES	NO	YES	NO	MORE	SAME	LESS
2. provided an opportunity for me to meet with other students to discuss and understand our problems.	19%	79%	61%	21%	42%	15%	1%
3. helped me better understand my feelings, moods, troubles with my family, boy-girl relationships.	18	79	51	29	30	20	2
8. helped me in learning how to study or improve my grades.	29	69	70	15	44	24	1
4. talked with my parents.	18	73	38	39	17	20	4
6. helped me find part-time or summer work.	13	85	53	27	39	11	2
0. disciplined me.	16	81	31	48	11	20	4

The students in response to the last ten questions of the questionnaire, reported that they felt counselors should: provide parents with the opportunity to be involved in their childrens' vocational and educational planning; refer students to other professionals; assist them in finding jobs when they leave school; function as a resourse person to teachers; provide counseling regarding drug usage. However, it should be pointed out that many students failed to respond to the items in this section of the questionnaire. The reasons for the lack of response to these items is an empirical question. These data are presented in Table 10.

Table 10

Student responses to items in the second section of the Student Form showing the differences between the "actual" and "ideal" roles of the counselor

Question IN YOUR SCHOOL, DOES THE COUNSELOR:	Does the Counselor		Should he be doing this?		Should the Counselor do		
	YES	NO	YES	NO	MORE	SAME	LESS
21. provide parents with the opportunity to discuss their childrens' educational and vocational plans with him.	33%	25%	57%	13%	30%	24%	2%
22. refer students with special problems to other people such as psychologists, doctors, etc.	18	29	41	23	23	15	2
23. help students find jobs when they leave school?	23	27	55	15	38	13	1
28. help teachers with specific students who are having difficulty learning.	51	12	70	6	44	19	1
30. counsel students regarding drug usage.	32	18	58	11	43	11	2

Parent Responses

The parent questionnaire, like the student questionnaire, was divided into two sections. The 16 items in the first section of the Parent Form were more subjective in nature than were the nine items in the second section (see Parent Form in Appendix B). In 12 of the 16 questions in the first section, a significant difference was found between what parents feel counselors are doing and what they think counselors should be doing. This data is reported in Table 11.

Table 11

Parent responses that show a major difference between the services being provided to their children by counselors and the services they think should be provided regarding items in section one of the Parent Form.

Question HAS THE COUNSELOR:	Does the Counselor		Should he be doing this?		Should the Counselor do		
	YES	NO	YES	NO	MORE	SAME	LESS
2. met with your child in a group of students to discuss and help them understand their attitudes?	26%	51%	63%	14%	40%	16%	1%
3. met with your child to talk about his real feelings about things?	22	57	62	13	37	21	1
4. discussed personal problems with your child?	29	62	56	17	31	23	1
5. provided your child with information about different occupations and careers?	50	36	81	4	49	25	0
6. discussed your child's future vocational plans with him?	46	42	79	5	47	24	1
7. helped your child to decide on a college or vocational school that fits his needs and abilities?	25	59	73	6	46	19	1
8. helped your child in planning his courses so they fit into the plans he has for when he leaves school?	41	45	78	4	43	25	0
9. helped your child in learning how to study or improve his grades?	20	64	66	11	41	15	1
11. discussed ability and achievement test results with your child?	44	34	69	5	31	31	0
12. provided you with the opportunity to meet with him regarding your child?	37	43	68	9	32	27	0
15. helped your child to find part-time or summer employment?	7	81	44	25	30	14	2
16. disciplined your child?	11	74	32	37	10	24	4

In the second section of the Parent Questionnaire, parents indicated that counselors should be doing more: referring of students to other helping professionals; conducting of surveys regarding students' needs and interests; counseling of students regarding drug usage, and assisting of teachers regarding students who are having difficulty learning basic skills. It should be noted that many parents failed to complete this section of the Parent Questionnaire which is evidenced by the smaller percentages reported. This may indicate that counselors are not providing adequate information to their parent-student publics in the areas covered by these items. However, this is still an empirical question. This data is reported in Table 12.

Table 12.

Parent responses to the items in the second section of the Parent Form showing the differences between the "actual" and "ideal" roles of the counselor.

Question DOES THE COUNSELOR IN YOUR CHILD'S SCHOOL:	Does the Counselor		Should he be doing this?		Should the Counselor do		
	YES	NO	YES	NO	MORE	SAME	LESS
17. refer students to other people such as psychologists, doctors, or other specialists when they are having different kinds of problems?	32%	20%	59%	7%	24%	20%	1%
19. conduct surveys of students' needs and interests?	25	29	60	5	33	13	10
20. counsel with students regarding drug usage?	36	22	62	7	37	15	1
21. help teachers with specific students who are having difficulty learning basic skills, i.e., reading, writing, etc.?	34	18	55	12	23	16	1

Chapter 4

DISCUSSION

This chapter contains an outline of the 16 general areas of counselor functioning investigated in this study via questionnaires and personal interviews. An attempt has been made to show in which areas there is agreement between the "actual" and "ideal" roles of the counselor, as well as areas in which significant differences are noted by the various populations sampled.

Do counselors do individual counseling (meet with students on a one-to-one basis?

A majority of the respondents to the Montana Counselor Role Study Questionnaires indicated that Montana Counselors are adequately performing the function of conferring with students on a one-to-one basis. The interviews highlighted the fact that this is seen as the major function of the Montana secondary school counselor. In spite of their overwhelming student caseloads, counselors are perceived by their publics as making a strong effort to contact each student individually at least once during the school year.

Do counselors do group counseling (meet with two or more students at once, including Guidance classes)?

The counselor-educators, teachers, parents, and students felt that counselors should ideally be providing students with significantly more group counseling than they are doing at present and were supported by the personal interviews with these populations. Questionnaire responses indicate that the counselor and administrator populations reveal no discrepancy between the "actual" and "ideal" roles of counselors in the area of group counseling. However, in the interviews, both groups expressed

the feeling that very few counselors at present are adequately trained in the use of group techniques. Many counselors stated that at the time they were preparing for counseling careers, a maximum of one group counseling course was offered at the institution they were attending. Only one counselor of the 25 interviewed stated that group counseling was included in his counseling practicum course.

Do counselors do personal counseling (meet with students to discuss personal and/or social problems)?

In this area, the sample populations, with the exception of counselors and administrators, indicated that counselors should provide more counseling of a personal nature to the students. The students and parents interviewed indicated they felt many students had "life adjustment" problems, i.e., getting along with others, dating problems, understanding their own feelings and moods, etc. Counselors and administrators implied in the interviews that personal counseling was perhaps the most "time consuming" type of counseling and required the most training and sensitivity on the part of the counselor. With the training background most counselors possess and the time available to them in the school setting, it does not appear feasible for counselors to do more personal counseling than they are doing at present.

Do counselors counsel with students regarding drug usage?

The populations sampled agreed that counselors do and should counsel students regarding drug usage. However, counselors and administrators felt counselors should be doing more than they are doing at present. Interviews with counselors revealed that counselors felt this was an area in their preparation which was quite deficient, but many stated that during their counselor preparation, drug problems were not

prevalent as they appear to be today. The administrators felt that other school personnel should be involved in providing information on drugs, i.e., health and physical education faculty, home economics teachers, and individuals who teach in the science fields.

Do counselors do vocational counseling (directing individuals to occupational information, discussing vocations with students)?

Only the teachers and parents reported that they felt counselors should be doing more vocational counseling. In interviews, it was noted both populations felt that vocational counseling would be helpful in making the high school experience more relevant to the society by preparing students specifically for the world of work. Both populations indicated they believed there is an increase in the number of students considering post-secondary vocational-technical training and that the needs of these students should be met by counselors.

Do counselors do educational counseling (discussing educational problems with students, such as providing them with information regarding colleges, universities, vocational-technical training)?

Counselors reported they felt they should do significantly less educational counseling than they are doing at present. The interviews with counselors revealed that this question was perceived by many of the counselors as including "the writing of recommendations for students applying to various training programs." All counselors indicated that a disproportionate amount of their time is spent in completing admission forms required by institutions of higher learning.

The students and parents perceived educational counseling as assisting students in improving their grades and study skills. In the interviews, the parents and students felt counselors should provide more services in terms of providing students with specific information about

post-high school opportunities.

Do counselors administer and interpret individual tests, i.e., WISC, WAIS, Stanford-Binet, to students?

Counselors and counselor-educators felt counselors should do more individual testing than they are doing at present. The interviews revealed that these populations felt most counselors were adequately prepared to administer individual tests and to interpret the results. However, they indicated more time should be allocated counselors to administer and/or interpret test results. Administrators, teachers, parents and students indicated that individual testing in the schools should be done by a school or clinical psychologist in instances where the counselor is not adequately prepared to perform this function.

Do counselors administer and interpret group tests, i.e., intelligence, achievement, interest, aptitude, to students?

Counselors and counselor-educators indicate there is strong agreement between the "actual" and "ideal" functioning of counselors with regard to group testing. However, administrators perceive counselors as doing too much group testing. The interviews revealed that teachers, parents and students felt counselors are administering an adequate number of group tests. However, there were very strong indications that counselors should make greater use of test results with regard to curriculum planning in the school, educational and vocational planning with students, and interpretation of the results to the students themselves.

Do counselors do coordinating (including organizing guidance programs, orienting students and staff members to the guidance program)?

The populations, with the exception of counselor-educators and teachers, indicated that counselors do an adequate amount of coordinating and instituting guidance programs and orienting students and staff to these programs. However, counselor-educators and teachers felt there is

a greater need for such coordinating activities and therefore felt counselors should do more coordinating of such programs.

Do counselors conduct conferences (meet with parents, teachers, psychologists, welfare workers, and other interested persons regarding students)?

Counselors, counselor-educators, administrators and teachers reported they felt counselors are, at present, adequately performing the function of conducting conferences with parents, teachers, etc. Students and parents reported they felt counselors should conduct more conferences with parents. In the interviews, parents and students related that they would welcome the opportunity of meeting jointly with the counselor to discuss the student's: future vocational and educational plans; school progress; and intrafamily relationships. Also, students and parents felt counselors should make greater use of community resource personnel, i.e., psychologists, social workers, clergymen, in conferences regarding student problems.

Do counselors do placement (schedule students' classes, move students from one class to another, help students locate jobs in the community)?

Counselor-educators reported they felt counselors should do less placement of children within the schools, i.e., scheduling classes, changing students from class to class. Students and parents in both the questionnaire and interviews felt counselors should do more actual placement of students in jobs in the community during the school year, in the summer and after the student has graduated. In the interviews, it was suggested by many parents that either the counselor should assume greater responsibility for job placement, or that a placement specialist be employed by the schools.

Do counselors do research (i.e., follow-up, construct local norms of tests, conduct surveys of pupil needs and interests)?

The populations sampled, with the exception of the students, felt that

counselors should be doing more research. This research should include the surveying of student needs and interests. However, in interviews with students, it was noted that students feel too many surveys are made regarding their needs and interests.

Do counselors teach (i.e., mathematics, English, non-guidance classes)?

Each population indicated counselors should perform the function of teaching non-guidance classes. However, there was one major discrepancy between counselors and counselor-educators. Counselor-educators felt that counselors should teach but many counselors indicated ambivalence in their role as a teacher.

Interviews with counselors who had teaching experience indicated the need for all counselors to obtain teaching experience prior to completing the counselor education program or seeking employment. However, younger counselors interviewed who had had minimal or no previous teaching experience, indicated they felt a teaching-counselor was at a disadvantage in terms of relating to students in a counseling setting. These counselors also indicated that they felt previous teaching experience would do little in making a counselor a more effective helping person.

Do counselors do clerical work (maintenance of cumulative records of students, recording students' contacts, etc.)?

Counselors, counselor-educators, administrators and teachers all agreed that counselors spend too much of their time performing clerical activities. These populations suggested counselors be provided with clerical and/or para-professional staff members to perform these functions.

Do counselors act as a resource person for teachers (in regard to helping

students who are having difficulty in the basic areas, i.e., reading, arithmetic, etc.)?

All populations, with the exception of the counselors and administrators indicated they felt counselors should provide more direct assistance to teachers regarding students with problems. Teachers felt counselors could provide greater services to the instructional staff by: assisting them in the referral of children with learning disabilities to appropriate community agencies; assisting in the appraisal and diagnosis of students with learning problems; making consultation time available to teachers; assisting teachers in planning programs of individual and remedial instruction.

In interviews with counselors and administrators, counselors were seen as providing teachers and other school personnel with as much consultation time as possible. Counselors and administrators revealed to the interviewer that this area should be predominantly the domain of a school psychologist. However, due to the lack of such personnel in the state, counselors and administrators expressed the belief that counselors should provide "school psychological services" until adequate numbers of trained school psychologists can be provided to the schools. Many counselors indicated they would be interested in working toward advanced degrees in this area if such a curriculum could be provided by the units of the Montana University system.

Do counselors do other things such as: sponsor school clubs; hall supervision; supervise study hall; lunchroom supervision; discipline students; school budgeting; hand out tardy slips; supervise school personnel; keep truancy records; conduct field trips; chaperone school activities.

The populations surveyed felt that counselors perform the above functions adequately. However, counselors and counselor-educators felt counselors sponsored school clubs, supervised study halls, supervised

lunchroom activities, disciplined students and handed out tardy slips more than they should. The counselor-educators sampled felt counselors performed the functions of hall supervision, supervising school personnel, and keeping truancy records to a greater extent than is their responsibility. Finally, the administrator group expressed the feeling that counselors were more involved in school budgeting than was necessary. Through interviews, many counselors stated that performing such functions as sponsoring school clubs, conducting field trips, and chaperoning school activities gives them an opportunity to meet with, talk to and get to know students better.

Counselors make greater use of test results with regard to: more comprehensive interpretation to students and parents, providing teachers with information which will help them improve their teaching techniques, assist school officials in curriculum planning.

Counselors and counselor-educators explore the possibility of providing students with greater out-of-school job placement assistance.

Additional training and experience in group counseling be provided to counselors.

An effort be made by counselors to improve and facilitate more "lines of communication" between parents, students, and the schools with regard to the students' academic progress and educational and vocational planning.

Counselors provide students with services designed to assist them in the improvement of their study skills and grades.

A program for the training of school psychologists be initiated in Montana.

Counselors be provided with clerical personnel. (A suggestion that was made by some counselors is that counselor-aides be trained to handle the necessary clerical duties counselors are now doing themselves.)

Miscellaneous duties, i.e., hall, lunchroom, study hall supervision, etc., be optional to each counselor depending on his desire to perform these functions and the needs of the school in which he is employed.

Based on the interviews, the populations sampled expressed the feeling that if there were more counselors, there would be more time for counselors to perform the duties they "ideally" should be performing. Also, it was reported that the service most needed by the schools in Montana are those of school psychological personnel. It was hypothesized that the addition of such personnel to the school system, working with counselors, would greatly improve the overall quality of public education of the pupils of this state.

Due to the large number of forms returned by parents and students only partially completed, it would seem that further research is warranted to determine the reason for the lack of response by these publics. Some

possibilities are that: the form itself was not clear, the populations may not be interested in the role of the counselor and counselors are not providing these publics with adequate information regarding their role and function. Whatever the reasons for this lack of response, it is still an empirical question which should be researched.

Recommendations

This study revealed that there are many counselor-role functions which are perceived by the counselor's publics, and in many instances by the counselors themselves, as not being adequately fulfilled. The interviews indicated that in most cases this is not due to the counselor being inadequately prepared but is attributed to the fact that there are too few counselors available to provide adequate guidance services to the large student populations. It is recommended that school districts be encouraged to add more counselors to their staff and that Schools of Education continue to make a concerted effort to train more counselors to meet the needs of the growing Montana school populations.

Students, parents and teachers indicated that they felt counselors should provide more services to students with regard to part-time, summer, and post-secondary job placement, and that a counselor whose sole responsibility is job placement be made available to each school. It is recommended that the Office of the Superintendent of Public Instruction explore the possibility of entering into an agreement with the Montana Employment Service to provide in each State Employment Service district one or more counselors specifically trained in and responsible for the job placement of high school students.

It is recommended that whenever possible, school administrators release counselors from teaching and clerical duties so they will

have more time available to: conduct conferences with parents, students and teachers; conduct research in the schools; make greater use of test results and assist students in the development of study habits.

It is strongly recommended that the Superintendent of Public Instruction, in cooperation with the Board of Regents of the University of Montana, explore the possibility of developing a school psychologist degree program within one of the state institutions of higher learing.

Finally, it is recommended that counselors in the state of Montana be provided greater availability to in-service training, workshops, and/or graduate course work pertaining to: the counseling of students with drug problems, providing students with more accurate information on drugs, group guidance and counseling theory and techniques and applications.

BIBLIOGRAPHY

A. BOOKS

Bentley, J. C., The Counselor's Role: Commentary and Readings. Boston: Houghton-Mifflin Company, 1968.

Evaluative Criteria, National Study of Secondary School Evaluation, 1960 Edition. Section G.

Roth, R. R., and P. A. Perrone, A Role Analysis of Wisconsin Secondary School Counselors. Wisconsin Department of Public Instruction.

Tamminen, A. W., and G. D. Miller, Guidance Programs and Their Impact On Students. St. Paul: Minnesota Department of Education, 1968.

B. PERIODICALS

Nelson, R. J., and R. H. Fredrickson, "School Counselor Problems," Personnel and Guidance Journal, December, 1967, 46, p. 385-387.

Shertzer, B., and S. C. Stone, "The School Counselor and His Publics: A Problem in Role Definition," Personnel and Guidance Journal, April, 1963, 41, p. 687-689.

Riese, H. C., and W. G. Stoner, "Perception of the Functions and Role of The School Counselor," The School Counselor, November, 17, p. 126-130.

C. GOVERNMENT DOCUMENTS

ntana Education Directory, 1971-72. Dolores Colburg, Superintendent of Public Instruction, Helena, Montana.

Montana Guidance Personnel Directory, 1971-72. Dolores Colburg, Superintendent of Public Instruction, Helena, Montana.

D. UNPUBLISHED WORKS

Kaftan, R. E., A Comparison and Analysis of Counselors' and Principals' Perceptions and expectations of the Montana Public Secondary School Counselor's Role. Unpublished dissertation, University of Montana, 1965.

APPENDIX A

University of Montana
Missoula, Montana 59801
(406) 243-0211

Dear Participant:

The Office of the Superintendent of Public Instruction has contracted the School of Education at the University of Montana to conduct a state-wide study regarding the role and function of Montana school counselors.

The purpose of this study is to determine what duties the school counselor in Montana is performing and what duties the various people feel he should be performing. Your reactions to these questions will further help to provide improved Guidance Services to Montana students.

The success of the study will depend upon persons such as yourself, completing the enclosed questionnaire. Will you please take the time to complete the enclosed form? We need your thoughts about these questions. Please return this survey form by January 31, 1972, to:

Mr. James F. Dasinger
School of Education
University of Montana
Missoula, Montana 59801

A self-addressed, stamped envelope has been enclosed. The information you provide will be held in complete confidence; NO ONE but the research team will know how you respond.

Thank you for your cooperation in this matter.

Sincerely,

J. F. Rummel, Dean
School of Education

JFD:mp
Enc.

APPENDIX B

Teacher Questionnaire
January, 1972

MONTANA COUNSELOR ROLE STUDY

NAME OF SCHOOL _____ City _____
Male____Female____Age_____ Subjects you teach _____

DIRECTIONS: 1. Column A. Check (✓) to indicate whether or not the activity is performed by the counselor(s) in your school. (? means you don't know)
2. Column B. Check (✓) to indicate whether or not the counselor(s) should be performing the activity. (? means you don't know)
3. If "yes" is checked in Column B, check (✓) in Column C to indicate how much of this activity do you think he should be performing.

A		B	C
	IN YOUR SCHOOL, DOES THE COUNSELOR:	Should the counselor be doing this?	If yes, should he be doing....
Yes__No__?__	1. meet with your students on a one-to-one basis?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__	2. meet with groups of your students regarding educational, vocational and personal problems they might have?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__	3. encourage your students to explore their ideas and concerns about dating, marriage, social relationships?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__	4. meet with your students who have personal problems?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__	5. counsel with your students regarding drug usage?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__	6. talk with students about careers in your subject matter area?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__	7. encourage your students to study occupational materials?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__	8. discuss future educational plans with your students?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__	9. give your students information about college and/or vocational schools?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__	10. help you administer the standardized tests given in your school?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__	11. interpret tests to your students, their parents and/or you?	Yes__No__?__	___ ___ ___ More Same Less

A	B	C
Yes__No__?__ 12. assist you in using test results to improve your teaching?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__ 13. orient students and staff members to the guidance program?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__ 14. attend teachers' meetings which take up matters pertaining to guidance?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__ 15. refer students of yours who may need the assistance of a specialist?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__ 16. talk with parents about their child who needs help, encouragement, understanding, etc.?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__ 17. participate in case conferences with others concerning students with problems?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__ 18. assist your students in school programming, course selection and other school problems?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__ 19. help students of yours to change classes?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__ 20. help your students to find jobs after graduation?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__ 21. do follow-up?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__ 22. construct local norms for standard tests?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__ 23. teach non-guidance courses, i.e., Math, English, Physics?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__ 24. teach guidance courses, i.e., occupations, personality development, mental hygiene, family living?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__ 25. assist the administrator of the school?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__ 26. provide discipline for your students?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__ 27. provide personal information on students for the cumulative folder or file?	Yes__No__?__	___ ___ ___ More Same Less

A	B	C
Yes__No__?__ 28. keep records which are of use to you in trying to help a student?	Yes__No__?__	____ ____ ____ More Same Less
Yes__No__?__ 29. assist you with specific students who may be having difficulty in basic skill areas?	Yes__No__?__	____ ____ ____ More Same Less
Yes__No__?__ 30. provide you with the opportunity to discuss problem students with him?	Yes__No__?__	____ ____ ____ More Same Less
Yes__No__?__ 31. sponsor a school club?	Yes__No__?__	____ ____ ____ More Same Less
Yes__No__?__ 32. perform hall and/or lunchroom duties?	Yes__No__?__	____ ____ ____ More Same Less

Student Questionnaire
January, 1972

MONTANA COUNSELOR ROLE STUDY

School _____ City _____

Male___ Female____ Age ____ Year in School _____ Number of years in this school _____

DIRECTIONS:
1. Column A. Check (✓) to indicate whether or not the activity is performed by the counselor(s) in your school.
2. Column B. Check (✓) to indicate whether or not you think the counselor(s) should be performing the activity. (? means you don't know)
3. If "yes" is checked in column B, check (✓) in Column C to indicate how much of this activity you think he should be performing.

A THIS YEAR, IN MY SCHOOL THE COUNSELOR HAS:	B Should the counselor be doing this?	C If yes, should he be doing....
Yes__No__ 1. met with me on a one-to-one basis.	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__ 2. provided an opportunity for me to meet with other students to discuss and understand our problems.	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__ 3. helped me better understand my feelings, moods, troubles with my family, boy-girl relationships.	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__ 4. allowed me to discuss personal problems with him.	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__ 5. provided me with information about colleges, trade and/or vocational schools.	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__ 6. provided me with information about different occupations and careers.	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__ 7. helped me in planning my courses so they fit into the plans I have for when I leave school.	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__ 8. helped me in learning how to study or improve my grades.	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__ 9. given me information about my test scores.	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__ 10. helped me to understand the meaning of my test scores.	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__ 11. administered a test to me.	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__ 12. discussed my ability and achievement test results with me.	Yes__No__?__	___ ___ ___ More Same Less

A		B	C
es__No__	13. helped me in getting to know the school.	Yes__No__?__	___ ___ ___ More Same Less
es__No__	14. talked with my parents.	Yes__No__?__	___ ___ ___ More Same Less
es__No__	15. helped in getting my parents to understand me better.	Yes__No__?__	___ ___ ___ More Same Less
es__No__	16. helped me find part-time or summer work.	Yes__No__?__	___ ___ ___ More Same Less
es__No__	17. helped me in choosing which courses to take.	Yes__No__?__	___ ___ ___ More Same Less
es__No__	18. helped me change classes or subjects.	Yes__No__?__	___ ___ ___ More Same Less
es__No__	19. helped me schedule my classes.	Yes__No__?__	___ ___ ___ More Same Less
es__No__	20. disciplined me.	Yes__No__?__	___ ___ ___ More Same Less

ote: ?__has been added to the column on the left. (? means you don't know)

IN YOUR SCHOOL, DOES THE COUNSELOR:

es__No__?__	21. provide parents with the opportunity to discuss their childrens' educational and vocational plans with him?	Yes__No__?__	___ ___ ___ More Same Less
es__No__?__	22. refer students with special problems to other people such as, psychologists, doctors, etc?	Yes__No__?__	___ ___ ___ More Same Less
es__No__?__	23. help students find jobs when they leave school?	Yes__No__?__	___ ___ ___ More Same Less
es__No__?__	24. compare performance of previous students with the performance of students presently enrolled in the school?	Yes__No__?__	___ ___ ___ More Same Less
es__No__?__	25. teach regular subjects in the school, i.e., Math, English, Social Science, etc?	Yes__No__?__	___ ___ ___ More Same Less
es__No__?__	26. help the principal run the school?	Yes__No__?__	___ ___ ___ More Same Less
es__No__?__	27. help maintain the school's records?	Yes__No__?__	___ ___ ___ More Same Less
s__No__?__	28. help teachers with specific students who are having difficulty learning?	Yes__No__?__	___ ___ ___ More Same Less
es__No__?__	29. have hall, lunchroom, or study hall duties?	Yes__No__?__	___ ___ ___ More Same Less
es__No__?__	30. counsel with students regarding drug usage?	Yes__No__?__	___ ___ ___ More Same Less

A		B	C
Yes__No__?__	9. helped your child in learning how to study or improve his grades?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__	10. administered tests to your child?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__	11. discussed ability and achievement test results with your child?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__	12. provided you with the opportunity to meet with him regarding your child?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__	13. helped your child change classes or subjects?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__	14. helped your child to schedule his classes?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__	15. helped your child to find part-time or summer employment?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__	16. disciplined your child?	Yes__No__?__	___ ___ ___ More Same Less
	DOES THE COUNSELOR IN YOUR CHILD'S SCHOOL:		
Yes__No__?__	17. refer student to other people such as psychologists, doctors, or other specialists when they are having different kinds of problems?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__	18. compare the performance of previous students with the performance of students presently in the school?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__	19. conduct surveys of students' needs and interests?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__	20. counsel with students regarding drug usage?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__	21. teach regular subjects in the school, i.e., English, Math, Social Studies, etc?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__	22. help the principal run the school?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__	23. help maintain the school's records of students?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__	24. help teachers with specific students who are having difficulty learning basic skills i.e., reading, writing, etc?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__	25. have hall, lunchroom, or study hall duties?	Yes__No__?__	___ ___ ___ More Same Less

Parent Questionnaire
January, 1972

MONTANA COUNSELOR ROLE STUDY

School your child attends _____ City _____

Parent filling out this form: (check one) ___Mother age___ Occupation _____
___Father age___ _____
___Both

Is there a counselor available to your child? ___Yes ___No ___Don't know. If yes, do you know the counselor? ___Yes ___No.

I am filling out this form about: a Secondary School Counselor ___ (Check only one and refer
a Junior High School Counselor ___ only to that counselor
an Elementary School Counselor ___ while filling out this form.)

DIRECTIONS: 1. Column A. Check (✓) to indicate whether or not the activity is performed by the counselor(s) in your child's school. (? means you don't know)
2. Column B. Check (✓) to indicate whether or not the counselor(s) should be performing the activity. (? means you don't know)
3. If "yes" is checked in Column B, check (✓) in Column C to indicate how much of this activity you think he should be performing.

A		B	C
	HAS THE COUNSELOR:	Should the counselor be doing this?	Should he be doing....
Yes__No__?__	1. met with your child on a one-to-one basis?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__	2. met with your child in a group of students to discuss and help them understand their attitudes?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__	3. met with your child to talk about his real feelings about things?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__	4. discussed personal problems with your child?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__	5. provided your child with information about different occupations and careers?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__	6. discussed your child's future vocational plans with him?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__	7. helped your child to decide on a college or vocational school that fits his needs and abilities?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__	8. helped your child in planning his courses so they fit into the plans he has for when he leaves school?	Yes__No__?__	___ ___ ___ More Same Less

Counselor Questionnaire
January, 1972

MONTANA COUNSELOR ROLE STUDY

Please answer all questions!

Name of School_____ City_____

Male__Female__Age__Years employed as counselor___Years in present position___

Percent of time devoted to counseling and/or guidance activities____Degree_____

Number of credits earned in counseling and guidance courses____(quarter hours).

DIRECTIONS: 1. Column A. Check (✓) to indicate whether or not you perform the activity.
2. Column B. Check (✓) to indicate whether or not you should be performing the activity.
3. If "yes" is checked in Column B, check (✓) in Column C to indicate how much of this activity you feel you should be doing.

A		B	C
	DO YOU, AS A COUNSELOR:	Should you be doing this?	Should you be doing...
Yes__No__	1. do individual counseling (meet with students on a one-to-one basis)?	Yes__No__	More Same Less
Yes__No__	2. do group counseling (meet with two or more students at once, including Guidance classes)?	Yes__No__	More Same Less
Yes__No__	3. do personal counseling (meet with students to discuss personal and/or social problems)?	Yes__No__	More Same Less
Yes__No__	4. counsel with students regarding drug usage?	Yes__No__	More Same Less
Yes__No__	5. do vocational counseling (directing individuals to occupational information, discussing vocations with students)?	Yes__No__	More Same Less
Yes__No__	6. do educational counseling (discussing educational problems with students, such as providing them with information regarding colleges, universities, vocational-technical training)?	Yes__No__	More Same Less

A	B	C
Yes__No__ 7. administer and interpret individual tests, i.e., WISC, WAIS, Stanford-Binet, to students?	Yes__No__	___ ___ ___ More Same Less
Yes__No__ 8. administer and interpret group tests, i.e., intelligence, achievement, interest, aptitude, to students?	Yes__No__	___ ___ ___ More Same Less
Yes__No__ 9. do coordinating (including organizing guidance programs, orienting students and staff members to the guidance program)?	Yes__No__	___ ___ ___ More Same Less
__No__ 10. conduct conferences (meet with parents, teachers, psychologists, welfare workers, and other interested persons regarding students)?	Yes__No__	___ ___ ___ More Same Less
Yes__No__ 11. do placement (schedule students' classes, move students from one class to another, help students locate jobs in the community)?	Yes__No__	___ ___ ___ More Same Less
Yes__No__ 12. do research (i.e., follow-up, construct local norms of tests, conduct surveys of pupil needs and interests)?	Yes__No__	___ ___ ___ More Same Less
Yes__No__ 13. teach (i.e., Math, English, non-guidance classes)?	Yes__No__	___ ___ ___ More Same Less
..s__No__ 14. do clerical work (maintenance of cumulative records of students, recording students contacts, etc.)?	Yes__No__	___ ___ ___ More Same Less
Yes__No__ 15. act as a resource person for teachers (in regard to helping teachers with specific students who are having difficulty in the basic areas, i.e., reading, arithmetic, etc.)?	Yes__No__	___ ___ ___ More Same Less
16. do other, i.e.,		
Yes__No__ Sponsor school clubs?	Yes__No__	___ ___ ___ More Same Less
Yes__No__ Hall Supervision?	Yes__No__	___ ___ ___ More Same Less
Yes__No__ Supervise study hall?	Yes__No__	___ ___ ___ More Same Less
Yes__No__ Lunchroom Supervision?	Yes__No__	___ ___ ___ More Same Less

Counselor Educator Questionnaire
January, 1972

MONTANA COUNSELOR ROLE STUDY

University or College _____ Male___ Female___ Age___

Your Title _____ Number of years taught in Montana _____

Number of Counseling and Guidance related courses you teach _____(quarter hours per year)

DIRECTIONS: 1. Column A. Check (✓) to indicate whether or not you think counselors are performing these activities in the schools. (? means you don't know)
2. Column B. Check (✓) to indicate whether or not you think counselors should be performing these activities. (? means you don't know)
3. If "yes" is checked in column B, check (✓) in Column C to indicate how much of this activity you think he should be performing.

A TO THE BEST OF YOUR KNOWLEDGE, DO THE MAJORITY OF COUNSELORS:	B Should the counselor be doing this?	C Should he be doing....
Yes__No__?__ 1. do individual counseling (meet with students on a one-to-one basis)?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__ 2. do group counseling (meet with two or more students at once, including guidance classes)?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__ 3. do personal counseling (meet with students to discuss personal and/or social problems)?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__ 4. counsel with students regarding drug usage?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__ 5. do vocational counseling (directing individuals to occupational information, discussing vocations with students)?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__ 6. do educational counseling (discussing educational problems with students such as providing them with information regarding colleges, universities, vocational-technical training)?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__ 7. administer and interpret individual tests, i.e., WISC, WAIS, Stanford-Binet, to students?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__ 8. administer and interpret group tests, i.e., intelligence, achievement, interest, aptitude, to students?	Yes__No__?__	___ ___ ___ More Same Less

A		B	C
Yes__No__?__	9. do coordinating (including organizing guidance programs, orienting students and staff members to the guidance program)?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__	10. conduct conferences (meet with parents, teachers, psychologists, welfare workers, and other interested persons regarding students)?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__	11. do placement (schedule students' classes, move students from one class to another help students locate jobs in the community)?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__	12. do research (i.e., follow-up, construct local norms of tests, conduct surveys of pupil needs and interests)?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__	13. teach (i.e., Math, English, non-guidance classes)?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__	14. do clerical work (maintenance of cumulative records of students, recording student contacts, etc.)?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__	15. act as a resource persons for teachers (in regard to helping teachers with specific students who are having difficulty in the basic skill areas, i.e., reading, arithmetic, etc.)?	Yes__No__?__	___ ___ ___ More Same Less
	16. do other, i.e.,		
Yes__No__?__	Sponsor school clubs?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__	Hall supervision?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__	Supervise study hall?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__	Lunchroom supervision?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__	Discipline students?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__	School budgeting?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__	Hand out tardy slips?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__	Supervise school personnel?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__	Keep truancy records?	Yes__No__?__	___ ___ ___ More Same Less

A		B	C
Yes__No__?__	Conduct field trips?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__?__	Chaperone school activities?	Yes__No__?__	___ ___ ___ More Same Less
	Other (List) _____ _____ _____	Yes__No__?__	___ ___ ___ More Same Less
		Yes__No__?__	___ ___ ___ More Same Less

Administrator Questionnaire
January, 1972

MONTANA COUNSELOR ROLE STUDY

Please answer all questions!

Name of School _____ City _____

Male _____ Female _____ Age _____ Your title _____

The number of years you have been an administrator _____ The number of years you have been in your present position _____. Number of students in your school _____ Number of teachers in your school _____ Number of counselors or guidance personnel in your school _____

DIRECTIONS:
1. Column A. Check (✓) to indicate whether or not the activity is performed by the counselor(s) in your school.
2. Column B. Check (✓) to indicate whether or not the counselor(s) should be performing the activity. (? means don't know).
3. If "yes" is checked in column B, check (✓) in Column C to indicate how much of this activity do you think he should be performing.

A		B	C
	IN YOUR SCHOOL, DOES THE COUNSELOR:	Should the counselor be doing this?	If "yes" should he be doing . . . .
Yes__No__	1. do individual counseling (meeting with students on a one-to-one basis)?	Yes__No__?__	____ ____ More Same
Yes__No__	2. do group counseling (meeting with two or more students at once, including guidance classes)?	Yes__No__?__	____ ____ More Same
Yes__No__	3. do personal counseling (meeting with students to discuss personal and/or social problems)?	Yes__No__?__	____ ____ More Same
Yes__No__	4. counsel with students regarding drug usage?	Yes__No__?__	____ ____ More Same
Yes__No__	5. do vocational counseling (directing individuals to occupational information, discussing vocations with the students)?	Yes__No__?__	____ ____ More Same
Yes__No__	6. do educational counseling (discussing educational problems with students, providing them with information regarding colleges, universities, vocational training schools)?	Yes__No__?__	____ ____ More Same
Yes__No__	7. administer and interpret individual tests, i.e., WISC, WAIS, Stanford-Binet, to students?	Yes__No__?__	____ ____ More Same

A		B	C
Yes__No__	8. administer and interpret group tests, i.e., intelligence, achievement, interest, aptitude, to students?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__	9. do coordinating (including organizing guidance programs, orienting students and staff members to the guidance program)?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__	10. conduct conferences (meet with parents, teachers, psychologists, welfare workers, and other interested personnel regarding students)?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__	11. do placement (schedule students classes, move students from one class to another, help them locate jobs in the community)?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__	12. do research (i.e., follow-up, construct local norms of tests, conduct surveys of pupil needs and interests)?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__	13. teach (i.e., Math, English, non-guidance classes)?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__	14. do clerical work (maintenance of cumulative records of students, recording student contacts, etc.)?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__	15. act as a resource person for teachers (in regard to helping teachers with specific students who are having difficulty in the basic areas such as reading, arithmetic, etc.)?	Yes__No__?__	___ ___ ___ More Same Less
	16. do other, i.e.,		
Yes__No__	Sponsor school clubs?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__	Hall Supervision?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__	Supervise study hall?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__	Lunchroom Supervision?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__	Discipline students?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__	School budgeting?	Yes__No__?__	___ ___ ___ More Same Less
Yes__No__	Hand out tardy slips?	Yes__No__?__	___ ___ ___ More Same Less

A		B	C
Yes__No__	Supervise school personnel?	Yes__No__?__	____ ____ ____ More Same Less
Yes__No__	Keep truancy records?	Yes__No__?__	____ ____ ____ More Same Less
Yes__No__	Conduct field trips?	Yes__No__?__	____ ____ ____ More Same Less
Yes__No__	Chaperone school activities?	Yes__No__?__	____ ____ ____ More Same Less
	Other (List) _____	Yes__No__?__	____ ____ ____
	_____	Yes__No__?__	____ ____ ____
	_____	Yes__No__?__	____ ____ ____ More Same Less